

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: The Environmental & Adventure School (EAS) is a LWSD Choice School. Founded in 1999, we are celebrating our twenty-seventh year of successfully providing middle-level learners with a challenging program based on an environmentally focused, thematic, integrated curriculum infused with outdoor adventure-learning and community stewardship. Located on the Finn Hill Middle School campus, EAS draws students from all areas of the district.

Mission Statement: *Mission Statement: Students achieve academic, personal, and social goals in a challenging educational program. The environmental focus encourages students to participate in creating and maintaining healthy environments for learning and living. Students benefit from a sense of belonging, purposeful learning, and opportunities to develop as leaders, stewards, and responsible citizens.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Students that did not meet standard in the previous year's SBA	All students are literate by the end of 8 th grade, measured by all students at a level 3 or higher on the SBA
2	Mathematics	8 th graders in Algebra	All students will pass Algebra by the end of 8 th grade
3	Social Emotional Learning	Family engagement with adventure and community service education	Students will extend their experiences from adventure education excursions and community stewardship projects to their families through journal prompts, written reflections, and guided family discussion questions.

¹ LWSD School Board Approval on <insert date>

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	Students that did not meet standard in the previous year's ELA SBA	
Focus Area	Reading and writing proficiency	
Desired Outcome	All students are literate by the end of 8 th grade, measured by all students at a level 3 or higher on the SBA	
Current Data Supporting Focus Area	9 of 47 students of the current 7 th grade class and 7 of 48 students of the current 8 th grade class did not meet standard on the previous year's SBA.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	FastBridge	Ensure all students complete screener; verify all students have completed assessment; review results as a staff
	Humanities formative and summative assessments	Humanities department will collaborate regularly to write and review student writing prompts and compare trends between classes
	Common writing prompts in all classes	Collaborate as a staff to develop common writing prompts for expeditions, CSPs, and other all-school writing activities
	Tutoring club	Peer-to-peer tutoring to support student writing
Strategy to Engage Students, Families, Parents and Community Members	• ParentSquare communication • Teachers conference with students and families as needed when issues arise • Through fall and winter family conference weeks, advisory teachers are able to connect with families face-to-face regarding their student's progress in all subject areas; teachers, students, and families can review the redo/retake process together and highlight success in the process	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	• Teacher tracking of student assessment scores in class • Teacher tracking FastBridge • Fall and winter conferences with families	

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	8 th graders in Algebra	
Focus Area	Math proficiency	
Desired Outcome	All students will pass Algebra by the end of 8 th grade	
Current Data Supporting Focus Area	6 of 47 students of the current 7 th grade class and 9 of 48 students of the current 8 th grade class did not earn standard on the previous year's SBA	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Differentiation in math instruction	- Providing foundational knowledge through math classes prior to Algebra - Students are offered multiple pathways of acceleration in math classes - Within math classes, teachers offer Level 4 (challenge) problems in classwork and assessments
	Peer tutoring	Teachers partner with student leadership team to offer or assign lunchtime tutoring for students who do not meet standard on assessments
	EAS team collaboration	- Opportunities to retake assessments are provided school-wide across all subject areas, not just math - EAS team meets weekly to discuss struggling students; teachers discuss patterns observed, successful interventions, and effective strategies in the classroom
	Department collaboration	Members of the math team collaborate with one another. Because of the small community, EAS teachers are able to track math student progress over the course of three years and they collaborate to share information and strategies that have worked from year to year.
Strategy to Engage Students, Families, Parents and Community Members	- Teachers conference with students and families as needed when issues arise - Through fall and winter family conference weeks, advisory teachers are able to connect with families face-to-face regarding their student's progress in all subject areas; teachers, students, and families can review the redo/retake process together and highlight success in the process	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	- Teacher tracking of student assessment scores in class - Teacher tracking FastBridge	

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| | <ul style="list-style-type: none">• Fall and winter conferences with families |
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Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	Family engagement with adventure and community service education	
Focus Area	6th, 7 th , and 8 th grade students and their families	
Desired Outcome	Students will extend their experiences from adventure education excursions and community stewardship projects to their families through journal prompts, written reflections, and guided family discussion questions.	
Current Data Supporting Focus Area	Over the past several years, EAS has experienced a decrease in the number of families involved in supporting school activities by driving, chaperoning, or leading Wednesday Elective sessions and/or after-school clubs. Specifically with CSPs and Adventure Education trips, only a limited number of parents/guardians can attend. Because community stewardship and adventure education are pillars of EAS as a school, the EAS staff sought out additional ways to engage families in these critical components of our school. EAS staff agreed that sharing CSP and expedition journaling with families was not only a good jumping-off point for discussions at home, but also a way to amplify student voice in the discussion. The goal is to have... • 100% family participation in CSP Journal communication and Expedition Journal communication. • An increase in family involvement from the student's 6th grade year to their 8th grade year	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	EAS staff collaboration	Development, implementation, and assessment of common journal prompts
	Student self-assessment	Student reflection on CSP and expedition experiences
	Family self-assessment	Students and families reflect, discuss, and write about CSP and expedition experiences
	Fall and winter conferences	Students, families, and teachers engage in discussion of experiences at camp/CSP as well as the journaling process
Strategy to Engage Students, Families, Parents and Community Members	• School-home communication via CSP and Expedition Journals • ParentSquare communication • Fall and winter conferences	
Timeline for Focus	Fall, 2024 - Spring, 2027	

Method(s) to Monitor Progress	• Student scores in CSP Journal, Expedition Journal • Collecting written feedback from families in students' journal and discussing patterns in what was said • Discussions in fall and winter conferences with students and families
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STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.